

Texas Education Agency
Standard Application System (SAS)

2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1		
Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	<div style="display: flex; justify-content: space-between;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION</div> <div> <p>FOR TEA USE ONLY Write NOGA ID here:</p> <p>2016 MAR 28 PM 3:42</p> <p>RECEIVED TEXAS EDUCATION AGENCY</p> </div> </div>
Grant Period	August 1, 2016, to July 31, 2017	
Application deadline:	5:00 p.m. Central Time, March 29, 2016	
Submittal information:	Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494 </div>	
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information				
Organization name	County-District #		Amendment #	
Greater San Antonio After-School All-Stars	N/A		N/A	
Vendor ID #	ESC Region #			DUNS #
20-0195564	20			961726762
Mailing address		City	State	ZIP Code
2300 West Commerce Street, Suite 215		San Antonio	TX	78207-3840
Primary Contact				
First name	M.I.	Last name	Title	
Jane	H.	Macon	Board President	
Telephone #	Email address		FAX #	
210-299-3517	jane.macon@bgllp.com		800-404-3970	
Secondary Contact				
First name	M.I.	Last name	Title	
Patricia	--	Karam	Executive Director	
Telephone #	Email address		FAX #	
210-229-7827	patricia.karam@saallstars.org		210-229-7829	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Jane	H.	Macon	Board President
Telephone #	Email address		FAX #
210-299-3517	jane.macon@bgllp.com		800-404-3970
Signature (blue ink preferred)		Date signed	


3/23/2016

Only the legally responsible party may sign this application.

701-16-102-052

Schedule #1—General Information (cont.)

County-district number or vendor ID: 20-0195546

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD): 07/01

End date (MM/DD): 06/30

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☒**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 20-0195564

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

Attachments:

- Proof of 501 (c) (3) nonprofit status
- Written Agreement of Partnership with the Edgewood Independent School District
- Written Agreement of Partnership with the San Antonio Independent School District
- Letter of Support for Sustainability signed by majority of Board Members of the Edgewood Independent School District
- Letter of Support for Sustainability signed by majority of Board Members of the San Antonio Independent School District
- Promise Zone Certification (Eastside Zone) (5 additional priority points)

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: : 20-0195546

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: : 20-0195546

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent N/A				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: : 20-0195546

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts N/A				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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Schedule #5—Program Executive Summary

County-district number or vendor ID: : 20-0195546

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Greater San Antonio After-School All-Stars (GSAASAS) is a community-based organization that offers students in grades K-5 academic support and enrichment opportunities for 2.5 hours at the end of every school day. We have thirteen years of experience serving the San Antonio community including 10 years of partnership with the San Antonio Independent School District (SAISD) and 13 years of partnership with the Edgewood Independent School District (EISD). We propose to serve a total of 600 students in five SAISD schools (Miller, Highland Park, Stewart, Beacon Hill, and Riverside Elementary Schools) and two EISD schools (Las Palmas and Stafford Elementary Schools) all of which have a high percentage of economically disadvantaged students and a high percentage of Title 1 students. The school year programming will be offered for 12.5 per week, for 30 weeks of the school year. The summer programming will be offered four hours per day five days per week, Monday through Friday, for six weeks.

After assessment of campus-level data and student, parent, and teacher anecdotal reports taken through surveys and meetings, GSAASAS has determined our programs are best positioned to meet the following high-priority needs of our students and families.

* The need for additional and targeted supports for at-risk students: Of all proposed partner schools, only one meets the state average score in any STAAR category, 78% of the students we propose to serve are classified as "at risk." Our program is designed to enable adaptable academic support that suits students of all learning styles and backgrounds. Two of the program's three 45-minute sessions are dedicated to academic support for core subjects, including tutoring, homework help, accelerated learning opportunities based on student risk factors, STAAR prep, and test taking, study and organizational skills. We staff programs with certified school-day and/or retired teachers, including LEP instructors, and trained paraprofessionals, and use instructional methods applied during the school day to teach Texas Essential Knowledge and Skills (TEKS)-aligned lessons. We expect to see gains in student STAAR and Istation test results.

* The need for experiential and project-based learning: Five of the proposed seven partner schools do not meet the targeted 97% attendance rate, indicating room for improvement in the area of student engagement. Additionally, parents, teachers, and students have expressed an interest in project-based, student-driven learning after school, as these opportunities are not often offered during the school day. Our enrichment programs, including arts, service learning, and technology-based learning, are rooted on hands-on and experiential learning, empowering students to exercise creativity in advancing skills and knowledge. We expect to see attendance rates of 97% in all partner schools.

* The need for student and family health and fitness education: 65% of Bexar County adults are overweight or obese, while 30% of high school students are overweight or obese. To support the development of healthy habits for students and families, GSAASAS will implement an original curriculum called Sports as a Hook. The program features active play and fitness classes, healthy cooking and gardening, and nutrition education, which are designed to instill healthy practices as well as an understanding of the "why" behind these practices. Activities like healthy cooking nights, recipes swapping, and family fitness nights offer fun, productive ways for families to participate. We expect that students and parents will exhibit improvements in the areas of food label reading, knowledge of healthy foods, attitudes toward exercise and healthy foods and frequency of physical activity.

* The need for increased parent engagement in student learning and the school community: Schools report very low parent engagement and parents have reported limited opportunities, or limited compelling opportunities for involvement in students' learning and the school community. GSAASAS will offer programs for adults in the areas of literacy, financial literacy, how to effectively support your child's learning, and community resources for health, recreation, and career.

* The need for improving student awareness of career options and skills: 16% of San Antonio youth between the ages of 16 and 24 are disconnected, neither working nor in school. Nearly one in six San Antonio adults do not have a high school diploma and just 26% hold a bachelor's degree. GSASAS will offer an original curriculum designed to broaden students' understanding of career paths and skills through workplace visits, interviews with professionals from the local community, basic computer skills, leadership, and public speaking skills. We expect students will exhibit improvements in the areas of awareness of careers and related skills.

GSAASAS takes a holistic approach to addressing these needs through support in the classroom as well as daily

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: : 20-0195546

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

snacks, counseling, and referrals to community resources. We understand that the development of the whole child and the elevation of the family as a unit leads to greater gains than focused support in a particular subject area or skill set. We support kids' development as students and individuals, and we facilitate the creation of a strong support system in their parents, GSAASAS staff, and school-day instructors. In addition to supporting students' academic performance, we aim to develop their self-confidence, sense of self-efficacy, resilience, discipline, and pro-social behaviors—"soft" skills that serve as strong predictors of their long-term success as students, professionals, and community members.

We are a school-based provider, operating programs directly from school sites. Not only is this cost-efficient, enabling GSAASAS to leverage school facilities, staff, and equipment to run programming, but it lends our staff the visibility and access to become major players in the school ecosystem. Our Site Coordinators work from office spaces on school grounds, attend faculty meetings, and have regular interaction with school administration, teachers, counselors, and other staff. Our programs are designed in collaboration with school leadership, assuring alignment to campus priorities and state and district standards. Additionally, we will employ an Instructional Specialist, charged with ensuring activities achieve Texas Educational Agency's (TEA) Critical Success Factors for ACE programs through alignment to the Four-Component Activity Guide and intentional design.

Our staff are based in the San Antonio area and steeped in the region's culture, challenges, and resources. As such, they are well positioned to identify students' most pressing needs and to rally dynamic and complementary assets to meet them. Instructional staff will receive training on safety procedures, the GSAASAS program model, and ACE program requirements prior to program start. We will offer continuous training opportunities throughout the program to support staff development as instructors and coaches and to ensure program adaptability to students' various needs. Project Director and the Family Engagement Specialist will attend state or national conferences for program implementation. All classes will maintain a 20:1 student to teacher ratio, with flexibility to accommodate students who benefit from individual or small-group learning.

GSAASAS will partner with the Carver Development Center, the Southwest School of Art, San Antonio Sports Foundation, the Texas A&M Health System, and other agencies to offer diverse and engaging program and enrichment opportunities. We will work directly with school instructional coordinators, grade level chairmen, counselors, LEP instructors, and reading coaches to match our programs to school-day curricula and goals. Additionally, we will leverage the resources of the national After-School All-Stars network, a 24-year old network of nonprofits that provide out-of-school-time programming to over 70,000 underserved students annually. In San Antonio, we operate as an independent 501 (c) (3); however, we benefit from the national After-School All-Stars (ASAS) office's coaching and subject matter expertise in the areas of program delivery and evaluation, operations and personnel management, staff training, and fundraising. In San Antonio, our programs are modeled after ASAS' national program model, participants in which, it has been shown in a study done by Chicago Public Schools (CPS) in 2009, have significantly higher grades and achievement gains, were less likely to be chronically absent from school, and were more likely to be rated by teachers as having acceptable behavior in school. Among San Antonio participants specifically, in monitoring our progress toward program objectives, Site Coordinators will hold regular meetings with program staff, school-day teachers, school principals, the Family Engagement Specialist, and Instructional Specialist. The Project Director will review student & family attendance, student behavior reports, pre/post-test scores, feedback from program staff, students, families, and teachers, site visit observations, students' grades, and, if available, state test scores on a quarterly basis. Based on these reviews, program objectives and/or delivery methods will be modified. We will contract with an external evaluator to conduct a summative and formative evaluation, which will include analysis of student attendance, grades, test scores, suspensions, promotions, and teacher reported behaviors in addition to parent attendance and survey responses. This evaluation will be made available to the public and will facilitate discussions of program improvement for the coming school years.

The fulfillment of GSAASAS' vision for and evaluation of this project will be aided by our dedicated Board of Directors and Community Advisory Council.

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By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: : 20-0195546

Amendment # (for amendments only):

Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB

Grant period: August 1, 2016, to July 31, 2017

Fund code/shared services arrangement code: 265/352

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$816,005	\$51,060	\$867,065
Schedule #8	Professional and Contracted Services (6200)	6200	\$99,950	\$6,870	\$106,820
Schedule #9	Supplies and Materials (6300)	6300	\$112,000	\$2,000	\$114,000
Schedule #10	Other Operating Costs (6400)	6400	\$27,309	\$0	\$27,309
Schedule #11	Capital Outlay (6600)	6600	\$88,300	\$0	\$88,300
	Consolidate Administrative Funds			<input type="checkbox"/> Yes x <input type="checkbox"/> No	
Total direct costs:			\$0	\$0	\$0
Percentage% indirect costs (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$1,143,564	\$59,930	\$1,203,494
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$N/A	\$0	\$0
Administrative Cost Calculation					
Enter the total grant amount requested:					\$1,203,494
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$60,174

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: : 20-0195546			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher	21		\$266,112
2	Educational aide---Paraprofessionals	9		\$62,208
3	Tutor			\$
Program Management and Administration				
4	Project director (required)	1		\$47,520
5	Site coordinator (required)	7		\$280,000
6	Family engagement specialist (required)	1		\$35,200
7	Secretary/administrative assistant		1	\$5,000
8	Data entry clerk for program	3		\$20,420
9	Grant accountant/bookkeeper		2	\$23,000
10	Evaluator/evaluation specialist			\$
Auxiliary				
11	Counselor			\$
12	Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
Other Employee Positions				
19	Executive Director		1	\$18,000
20	Instructional Specialist	1		\$22,000
21	Child Care Paraprofessionals for family engagement activities	7		\$1,680
22	Subtotal employee costs:			\$785,140
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112 Substitute pay			\$
24	6119 Professional staff extra-duty pay			\$
25	6121 Support staff extra-duty pay			\$
26	6140 Employee benefits			\$85,925
27	61XX Tuition remission (IHEs only)			\$
28	Subtotal substitute, extra-duty, benefits costs			\$85,925
29	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$867,065

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: : 20-0195546		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$6,870
	MAUC-main office of organization allocation of rent is based on headcount percent	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$6,870
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Evaluation (\$3,000 per school X 7 schools)	\$21,000
2	ADP—payroll processing of staff payroll allocation based on headcount percentage	\$4,950
3	Carver Development Board Zumba classes for student exercise and enrichment (\$50 per class X 2 classes per week X 36 weeks X 7 schools)	\$25,200
4	Carver Development Board ceramic classes for fine arts enrichment (\$50 per class X 2 classes per week X 30 weeks X 7 schools)	\$21,000
5	Southwest School of Art fine arts classes for student enrichment (\$40 per class X 2 classes per week X 30 weeks X 7 schools)	\$16,800
6	CPR/First Aid Certification training for staff and staff development trainers	\$6,000
7	Insurance for number of students enrolled in program (allocation is based on headcount percentage)	\$5,000
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$99,950
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a, b, and c) Grand total		\$106,820

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: : 20-0195546		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$114,000
Grand total:		\$114,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration

Administering a Grant page.

Supplies and materials for the program will consist of books, educational games, consumables for academic hands-on activities, materials for the enrichment activities such as Sports as a Hook, fine arts, etc. curriculums such as CHAMPS, Career Exploration Opportunities, and office supplies. All materials and supplies for each school will be determined by the needs of that center.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: : 20-0195546		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	\$
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$12,000
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$15,309
Grand total:		\$27,309

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

Travel cost for professional conferences to be attended by the Project Director, Family Engagement Specialist, and some of the Site Coordinators are included in this budget.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: : 20-0195546		Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2	Tablets for students for instruction and technology	150	\$350	\$52,500
3	Docking stations for Tablets	7	\$500	\$3,500
4	Computers for site coordinators, program director, and family engagement specialist	9	\$1,000	\$9,000
5	Printers for site coordinators, program director, and family engagement specialist	9	\$900	\$8,100
6	Copiers for site coordinators, program director, and family engagement specialist	9	\$600	\$5,400
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19	ELMO – projectors for class instruction	7	\$1,400	\$9,800
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$88,300

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: : 20-0195546

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:

Category	Number	Percentage	Category	Percentage
African American	33	5.5%	Attendance rate	96.2%
Hispanic	556	93%	Annual dropout rate (Gr 9-12)	DNA
White	10	1.5%	Students taking the ACT and/or SAT	DNA
Asian	1	0%	Average SAT score (number value, not a percentage)	DNA
Economically disadvantaged	570	95%	Average ACT score (number value, not a percentage)	DNA
Limited English proficient (LEP)	180	30%	Students classified as "at risk" per Texas Education Code §29.081(d)	78%
Disciplinary placements	1	.0016%		

Comments

The Edgewood and San Antonio Independent School Districts are both inner city, low socio-economic areas of San Antonio.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	17	7.8%	No degree	0	0%
Hispanic	161	73.9%	Bachelor's degree	162	72%
White	39	17.9%	Master's degree	63	28%
Asian	1	.005%	Doctorate	0	0%
1-5 years exp.	62	31%	Avg. salary, 1-5 years exp.	DNA	N/A
6-10 years exp.	51	26%	Avg. salary, 6-10 years exp.	DNA	N/A
11-20 years exp.	49	24%	Avg. salary, 11-20 years exp.	DNA	N/A
Over 20 years exp.	38	19%	Avg. salary, over 20 years exp.	DNA	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: : 20-0195546

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public		90	105	110	100	90	105								600
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:		90	105	110	100	90	105								600

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Schedule #13—Needs Assessment

County-district number or vendor ID: : 20-0195546

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To determine the highest priority needs of students to be served through this grant as well as the best approach for meeting these needs, GSAASAS: held consultations with each school partner school's Principal and other administrative staff; interviewed GSAASAS line staff with experience serving the included partners schools; consulted with community partners, service organizations, and community leaders to understand the availability of and use (or lack thereof) of relevant resources; analyzed data from surveys administered to students and families; analyzed data from the U.S. Census Bureau on employment, education level, and compensation, Campus Improvement Plans (CIP) for each school, FBI Uniform Crime Reports for the region, Hunger in America data on food insecurity in the region, data from the City of San Antonio's Project Worth on teen birth rates, data from the Metropolitan Health District, and more. We also analyzed data from TEA, including School Accountability summaries and Texas Academic Performance Reports.

From this analysis, we learned: Centers 1, 2, and 3, which account for 43% of students served through this grant, are in the most critical need of supplementary academic supports for students. Each of these schools have received accountability ratings of "improvement required" as of their 2015 evaluations, which indicate they failed to meet their target scores in Student Achievement and Closing Performance Gaps. However, there is a stark need for student academic support in all of our partner schools: Among all of seven partner schools, only one (Center 5) met the state's average score in any subject on STAAR tests in reading, writing, and science. On average, our partner schools scored 16 points lower on reading, 16 points lower on writing, and 25 points lower on science than state averages. In reading and writing, our lowest performing school, Center 3, scored 31 and 34 points below the state average, respectively. Our lowest performing school in science, Center 2, scored 47 points below the state average. 78% of all of the students we propose to serve are classified as "at risk." The obstacles our students face in learning are compounded by the facts that, on average, 30% of them are English Language Learners and their mobility rate is 25%. The challenges our students face in school are possible manifestations of stress and struggle they experience outside the classroom walls. Many of our students and their families live in unsafe neighborhoods, economically unstable households, and/or do not receive adequate nutrition, healthcare, and shelter. Of all Texas cities, San Antonio ranks 9th highest in reported violent crimes. An average of 95% of our students are economically disadvantaged, and data collected in 2010 showed that nearly one in five Bexar County residents (17%) deal with food insecurity, or, lack of reliable access to enough or nutritionally sufficient food for all members of their households. Sixty five percent of Bexar County adults are overweight or obese, while 30% of high school students are overweight or obese. We must also work to help students forge different and better paths for their futures: 16% of San Antonio youth between the ages of 16 and 24 are disconnected, neither working nor in school. Nearly one in six San Antonio adults do not have a high school diploma and just 26% hold a bachelor's degree, compared to the national average of 40%. We also know, based on CIPs and anecdotal data gathered from administrators, that our school partners struggle to involve parents meaningfully in student learning. At one partner school, there is no PTA because the school has not been able to recruit parents to participate.

In prioritizing the many needs of our students and families, we considered the resources available to GSAASAS, the expertise of our staff and existing efforts (or lack thereof) to address these needs. We also consulted with our school and other program partners in designing a program that aligned with their highest priorities and mapping each entity's resources to identified needs, ensuring efforts are complementary and not duplicative. Because of the great need for support in the area of student academic performance, GSAASAS has determined this area to be of highest priority for the proposed program. As an after-school program staffed with school-day teachers, we are well-equipped to offer experiential learning and focused support for at-risk students. We have also determined improved health and fitness among students and families and student career awareness to be high priorities. Our students cannot be successful in the classroom if they do not have proper nutrition and healthy habits, which start at home, and our students need direction in broadening their understanding of the many life paths open to them. In both areas, GSAASAS offers original curricula that have proven effective for students in other cities. As adult engagement in programs is critical to student and family success, we have determined it is essential for GSAASAS to increase family member participation in a variety of ways.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: : 20-0195546

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Additional and targeted supports for at-risk students	GSAASAS will work with reading coach, instructional coordinator, counselors, and social workers to design programs that address at-risk students. GSAASAS will layer programming based on student risk factors (for example, small groupings). Academic programs will be taught by school-day and/or retired certified teachers, ensuring alignment to the school day curricula and measures of success. Students will also participate in workshops on note-taking, study skills, and goal-setting.
2.	Experiential and project-based learning opportunities	All GSAASAS programming incorporates experiential and project-based learning, which increases student engagement in learning, and consequently positively impacts student behavior, attendance, and performance. Our health and fitness programming enables students to grow the plants they can use to cook healthy dishes and then instructs them on creating these recipes. In science classes, students work on laboratory science experiments.
3.	Family member engagement in school community	GSAASAS will offer regular evening and occasional weekend opportunities for parents to participate in programs. Some programs will be student-centric, such as end-of-quarter showcases of students' learnings. Others will be adult-centric, such as workshops on financial planning, healthy cooking on a budget, and how to support your child's educational development. We will coordinate efforts with school personnel to ensure participation.
4.	Student and family awareness of strategies for healthy living	GSAASAS will offer an original curriculum, Sports as a Hook, to increase student and family understanding of how to live healthy, active lives. This program has three components, active play and fitness classes, healthy cooking and gardening, and nutrition education, which are designed to both instill healthy practices and an understanding of the "why" behind these practices. This approach helps ensure strong long-term retention.
5.	Student awareness of ambitious career paths	GSAASAS will offer an original curriculum, Career Exploration Opportunities, to expose students to viable career paths they might not otherwise be aware of and to begin discussion of what it takes to pursue these paths. Students will discuss their interests and talents, matching them to potential careers, will visit workplaces and local colleges, and will host professionals from the community who can share personal stories of their experiences as students and professionals

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Schedule #14—Management Plan

County-district number or vendor ID: : 20-0195546

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	PD Juan Hernandez, M.Ed., has worked with GSAASAS 10 years, and he served as a school principal and administrator for over 20 years. He is responsible for staff management & professional development and overall program design, operations, and evaluation
2.	Site Coordinator(s)	Site Coordinators will be experienced educators with a minimum of a Bachelor's degree and preferably a Master's Degree. They will have had five or more years experience as a public school educator and the skills to ensure programs' efficacy, efficiency, and relevance.
3.	Family Engagement Specialist	The FES will have the skills and ability to approach, communicate, relate favorably, and work effectively with families of the program participants and to make home visits as needed. A Bachelor's degree is preferred and 3 years of training and/or experience in adult education.
4.	Evaluation Manager	In selecting the Evaluator, staff from local universities and public school district and other persons with evaluation experience and skills will be recruited as applicants. A committee of GSAASAS staff will make the final choice. A Bachelor's and 3 yrs. of experience is required...
5.	Instructional Specialist	The IS will be responsible for assisting program staff in developing intentional activities lesson plans aligned to program objectives. They will be a certified educator with 3 yrs. of experience.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve student academic performance	1. Design multi-track programs for varied student need	09/01/2016	07/21/2017
		2. Work with instructional experts to teach academics	09/01/2016	07/21/2017
		3. Offer academic enrichment programs daily	09/06/2016	07/21/2017
		4. Align programs to school-day on a weekly basis	09/06/2016	07/21/2017
		5. Create SMART learning objectives for each student	09/06/2016	07/21/2017
2.	Increase student attendance to 97% at every school site.	1. Design engaging, experiential programs	09/01/2016	07/21/2017
		2. Work with school staff to recruit at risk students	08/22/2016	06/02/2017
		3. Train staff in techniques for engaging at-risk kids	09/01/2016	07/21/2017
		4. Solicit formal and informal student feedback	10/24/2016	07/21/2017
		5. Recognize/celebrate students for 100% attendance	09/06/2016	07/21/2017
3.	Engage family members for student participants	1. Provide GSAASAS info to all students' families	08/22/2016	07/21/2017
		2. Work with school staff to ID high priority families	09/01/2016	06/02/2017
		3. Conduct home visits	09/06/2016	07/21/2017
		4. Offer 4 family engagement opportunities per month	09/06/2016	07/21/2017
		5. Conduct a student showcase every quarter	10/24/2016	07/21/2017
4.	Increase student and family awareness and understanding of healthy lifestyles	1. Train staff in nutrition, healthy cooking, gardening	09/01/2016	07/21/2017
		2. Design program according to School Health Index	09/06/2016	06/02/2017
		3. Offer nutrition & physical fitness at least once/week	09/06/2016	07/21/2017
		4. Offer gardening and cooking twice per month	09/06/2016	07/21/2017
		5. Implement Fitnessgram assessment after school	09/06/2016	06/02/2017
5.	Increase student awareness of career paths and related skills	1. Train staff in the career exploration curriculum	09/01/2016	07/21/2017
		2. Recruit local professionals to participate in program	09/06/2016	07/21/2017
		3. Offer field trips and professional visits once/month	09/06/2016	07/21/2017
		4. Offer computer-based learning weekly	09/06/2016	07/21/2017
		5. Provide biographies/stories of successful individuals	09/06/2016	07/21/2017

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: : 20-0195546

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The goals and objectives we set for our programs are the result of collaboration with partner school leadership, students, and their families. Consequently, our processes and procedures for monitoring these goals and objectives involve all of these parties. GSAASAS obtains anecdotal and student performance data through a variety of methods: Once weekly, Site Coordinators (SCs) meet with program staff to discuss student progress. These meetings include a review of student attendance and pre/post-test scores, opportunity for program staff anecdotal feedback, and a discussion of opportunities for program improvement. Once monthly, PDs conduct a formal site visit to each center to audit programming. Also once monthly, SCs meet with the Project Director (PD) and school principals to assess and refine programs. Data reviewed include program objectives, student & family attendance, pre/post-test scores, feedback from program staff, students, families, and teachers, PD site visit observations, and students' quarterly grades and/or state test scores. Once quarterly, classroom teachers are requested to provide input on students' homework completion, behavior, and attendance. Once per semester, GSAASAS surveys families on their impression of program efficacy and opportunities for program improvement. Students in select classes are given pre- and post-tests to assess program impact. Our SCs are empowered to, based on these surveys, implement necessary adjustments for the sake of stronger alignment to program objectives or adjusted objectives. They are required to engage in varying levels of informal and formal notice to the PD and school principal, depending on the significance of the change. Each quarter, the Program Director compiles all data available and meets with all SCs to comprehensively assess the organization's progress overall. Adjustments to the program decided upon at these meetings will be communicated to school principals, students, families, and the community via a variety of methods as determined by GSAASAS's Community Task Force Committee. Additionally, twice per year, the external evaluator will conduct a mid-year and annual review of programs, which will include a progress report on GSAASAS' progress toward established goals and objectives...

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The districts we serve are devoting significant resources to the improvement of campus communities and student achievement. As a school-based program provider, GSAASAS becomes deeply entrenched in these efforts, able to carry out schools' priorities and leverage common resources to the benefit of both organizations and, most importantly, our students. We have access to Campus Improvement Plans and integrate schools' priorities into our programs while also ensuring that GSAASAS is included in school improvement initiatives. GSAASAS leverages school staff and administrators in designing and delivering our programs. Reciprocally, GSAASAS staff who have office space at school sites become fully integrated into the school community as a resource and partner in promoting campus and student achievement. Thus, partner schools' and GSAASAS' efforts inform and complement each other, maximizing the impact of both parties. We ensure the longevity of these partnerships by proactively sharing our expertise and resources in supporting schools' priorities while inviting school staff and leadership to become involved in our programming, every step of the way. Our partnerships with the proposed school districts range in duration from 10 to 13 years. The GSAASAS Board of Directors consists of several community leaders and university professors. These professionals are highly committed to long term sustainability support for the programs provided by GSAASAS for the benefit of the children in San Antonio. A major effort for sustainability by the Board is the annual Celebration Luncheon fundraiser. During this event, several community leaders are honored and presented with awards and student participants are spotlighted. The agenda also includes addresses by student participants and printed photographs and biographies of students who created the winning Fiesta Medal Designs. We will also build long-term commitment and support from other organizations engaged in supporting positive youth development through direct outreach and through participation in local education-related conferences and events.

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Schedule #15—Project Evaluation

County-district number or vendor ID: : 20-0195546

Amendment # (for amendments only):

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Annual external program evaluation	1.	Two site visits for each 21 st CCLC site
		2.	Annual analysis of all academic and comprehensive outcomes data
		3.	Completion of annual summative report
2.	Bi-annual intra-agency program evaluation	1.	Survey analysis with program adaptation as needed
		2.	Review of Pre- and Post-tests for healthy living/career awareness
		3.	Review Activity trends by site
3.	Quarterly data analysis	1.	On-track for academic indicators including attendance and grades
		2.	Survey analysis with program adaptation as needed
		3.	Activity trends by site
4.	Monthly program progress and inspection reports	1.	Completion of site-level observation utilizing observation rubric
		2.	Monthly review of average daily attendance trends by site
		3.	Execution of student retention strategies as needed
5.	Weekly data collection and entry into TEA system	1.	On-time daily and activity-level attendance data entry
		2.	Monthly review of average daily attendance trends by site
		3.	Quarterly review of activity attendance trends by site

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Program-level data including activities and number of participants will be collected on a daily basis by GSAASAS program instructors. These data will be provided to the Site Coordinator (SC) on a weekly basis, reviewed for accuracy, and entered into the TEA tracking system. Issues with low or inconsistent attendance will be identified through reviews of this data with the Program Director (PD) during monthly program inspections. Action to increase student recruitment and retention will be determined through meetings with the SC, PD, and school leadership. At monthly inspections, the PD will use a GSAASAS-designed rubric to assess program quality, staff competency, and site operational efficiency. Completed rubrics indicate areas for improvement and suggested solutions—including opportunities for staff training and additional support from the central office, and will be shared with the SC to act upon. Student-level academic data including grades, disciplinary reports, and school-day attendance will be provided by the district to the Project Director on a quarterly basis, as established through a data-sharing agreement with the partner school districts. The SC will also administer a quarterly survey to participants' school-day teachers in core subjects, requesting anecdotal feedback on students' engagement, performance, behavior, and homework completion as well as semester surveys to participant students and families to solicit feedback on program efficacy. These data will be shared with and reviewed by the SC, PD, and school leadership at quarterly meetings. Should these data indicate insufficient student progress, this team will work together to determine adjustments to the after-school program that more effectively support student performance and family engagement. STAAR test results will be provided by the district to the Project Director on an annual basis, as established through a data-sharing agreement with the partner school districts, and reviewed at the subsequent quarterly meeting. Students in the comprehensive healthy living and career awareness programs will take pre- and post-tests to gauge program impact. Pre-tests will inform the current year's program design and post-tests will inform the subsequent year's. The external evaluator will be provided with all the data to enable a comprehensive evaluation. S/he will be given access to GSAASAS program and leadership staff, school leadership, and, as permitted, students and families, in order to collect supplementary anecdotal and observational data. S/he will also be included in data-sharing agreements with districts. The final report will be made public.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: : 20-0195546

Amendment # (for amendments only):

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All programs outlined below are supplemental in nature. School-year programs for children will be offered Monday through Friday for 30 weeks, running for 2.5 hours per day immediately after school, with occasional special events on weekends and evenings. Weekday programs will consist of three 45-minute segments: 1) academic supports, including homework help and tutoring in core subjects; 2) academic enrichment, including accelerated learning opportunities based on student risk factors, STAAR prep, and test taking, study, and organizational skills; 3) Enrichment, including technology-based learning, career awareness, visual arts, and service learning, or health and fitness, including dance, nutrition, martial arts, and team sports. For health and fitness and career awareness programming specifically, GSAASAS will implement original curricula. The Sports as a Hook healthy living curriculum incorporates nutrition education, healthy cooking, gardening, and active play. The Career Exploration Opportunities curriculum offers skill-based job matching, field trips to workplaces, interviews with local professionals, and exposure to career skills including public speaking, organization, and basic computer skills. All programming combines lecture, group learning, and hands-on application of concepts. Summer programming will be offered four hours per day, five days per week, for six weeks. Programs are structured thematically, with each week focusing on a particular topic or question, such as African animals/habitats, plants/flowers, planets and space. Programming will combine academic skill-building in small and large groups, project-based enrichment programs, and daily health and fitness programming. Special events, including student showcases, celebrations, and community service activities take place on some evenings and weekends. These events also serve as family engagement opportunities, where family members can witness and participate in students' learning. Additionally, GSAASAS will offer family engagement programming at least one time per week at each center, with each session lasting 45 minutes. Session themes will be both educational, on topics such as literacy, financial literacy, leadership, healthy meal-planning on a budget, how to support your child's development, and social, such as potlucks. As a school site-based program, participants do not need to be transported to the center. When school is dismissed, students are escorted by program staff to the after-school program location on campus. At the end of the after-school program, they must be signed out by parents or guardians. For summer programs, students will be transported to and from the school site by parents or guardians.

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

GSAASAS will form a Community Advisory Council, comprised of the GSAASAS Executive Director, Project Director, Family Engagement Specialist, Instructional Specialist, and the Board of Directors. This committee will be responsible for, among other things, managing communications related to this project to school and community partners, students and families, district leadership, and the broader San Antonio community. Methods used will depend on the urgency and content of the message and include: a monthly newsletter; letters, emails, and phone calls home to keep parents informed of special events, student progress or challenges, and other updates; press releases to local news outlets; the GSAASAS website; flyers, notices, and brochures on GSAASAS programming and updates posted at school entrances, administrative offices, and classrooms; notices on school marquees; and updates in district and schools' newsletters and announcements. For especially urgent or significant updates, the Community Advisory Council will follow up announcements with direct communications to affected families and school staff or administrators. If necessary, meetings with school leadership and/or family members will be scheduled. These types of meetings are especially useful in the beginning of the fall, spring, and summer sessions, when we can use these meetings to recruit new students and families to programming through explaining the design and impact of our programs and answering any questions family members have. Site Coordinators will be briefed on all communications prior to their public release, so these staff will be prepared to communicate in person with school staff and administrators, family members, and students about updates and changes. All written communications will be published in English and Spanish.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: : 20-0195546

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Evaluation of ASAS programming by Chicago Public Schools demonstrated that after-school programs that provide engaging academic and extracurricular activities have a greater additive effect on student outcomes than those that offer academics alone. For this reason, in order to best support the students and the campuses we serve, GSAASAS offers not only academic help and related enrichment, but also health and fitness programming, career exploration, family engagement, arts, music, service learning, and more. This holistic approach to youth development ensures all students can find activities they are passionate about, and, in turn, inspires their passion for learning at large. Our fun fitness and arts programs as well as our "kid-magnet" staff keep kids coming to the program, supporting increases in school-day attendance, as kids cannot participate in fun after-school activities unless they attend school. Our student-centric approach to program design, where we appeal to kids directly to find out what programming they want to participate in and what topics they want to learn about, helps students develop a sense of agency and responsibility in their own learning. After school and during school, this translates to increased student engagement and fewer disciplinary issues. In terms of gains in test scores and grades, GSAASAS programs focus strongly on supporting academic skill development and knowledge acquisition. We devote two of our three program sessions to academic learning in various forms, all of which are aligned to school-day curricula, allowing students added time with difficult tough subjects and concepts. Because we employ school-day teachers to deliver academic programming, we ensure students are building upon what they learn during the school day to further their internalization of key concepts. Further, these academic sessions are structured to support various student needs in ways the traditional school day cannot: in writing sessions, we group students by skill level, LEP classification, and interest, and facilitate cross-pollination for all of these groups. In this way, higher skilled students are encouraged to challenge each other and support struggling students, while struggling students can receive more attention from instructors in small groups. Finally, our focus on family engagement promotes parent engagement. If family members express support for student learning, kids' motivation increases.

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Edgewood and San Antonio Independent School Districts have made a commitment to support this project by providing the building facilities to house the after school program. The school districts will provide the utilities, custodial services and facilities including the cafeteria, gym, classrooms and computer labs for the program; office space to house the full time campus Site Coordinator; and storage for program equipment, materials, and supplies. In addition, through the federal food services, daily snacks and some meals will be provided. These in-kind resources totaling more than \$600,000 are at no cost to the program. District Federal funds are used by the schools to provide limited tutorial sessions to selected students.

Local agencies such as the Texas A&M Health System, Juvenile Justice System, and others will contribute their staff to conduct sessions for the students in health and nutrition and in healthy relationships. The San Antonio Museum of Art provides sessions in fine arts both as art appreciation and crafts and guided tours of their collection including the Nelson Rockefeller Center for Latin American Art. A new collaboration of afterschool providers in San Antonio entitled "Excel Beyond the Bell" has been created for the purposes of networking, sharing best practices, accessing resources to enhance programs, and seeking funding sources.

Fundraising efforts by the Board of Directors has provided contributions from corporations such as Valero, H-E-B, Harvey Najim Family Foundation, USAA, Rackspace and individual donors. The national After-School All-Stars assists with identifying sources of revenue to be tapped for support for the program. Another strong element is the fact that the administrative cost of GSAASAS is only 5 percent which is far lower than the accepted standard of 25 percent.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: : 20-0195546

Amendment # (for amendments only):

Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed program is designed based on assessments of campus-level data and family, student, and teacher anecdotal reports regarding student and family needs. The proposed activities are based on these measures:

- Students will increase performance on STAAR test in the areas of Reading, Writing, and Science by 5 points
- Students will reach targeted 97% school-day attendance
- At least 30 parents will participate in programming for every 100 student participants
- Students and parents will exhibit improvements in the areas of food label reading, knowledge of healthy foods, Attitudes toward exercise and healthy foods, and frequency of physical activity.
- Students will exhibit improvements in the areas of awareness of careers and related skills.

Research shows that, aside from academic performance measures, afterschool participation has also been linked to academic attitudes, including engagement, confidence related to school, feelings towards school, and school attendance (Afterschool Alliance, 2015; Roth et al., 2010; Durlak et al., 2010; Little et al., 2008; Mahoney et al., 2005). To achieve measures 1 and 2, GSAASAS offers homework help, tutoring, accelerated and small-group or individual instruction based on student risk factors, STAAR prep, and test taking, study, and organizational skills.

GSAASAS' high-quality and varied extracurricular opportunities are essential to our approach to supporting students' academic achievement. Research has shown that participation in extracurricular is related to higher grades, graduation rates, pro-social behaviors; further self-esteem, self-discipline, and resilience; predictive of educational attainment; lower risky behavior (Snellman, et al, Vue, Vol 40, 2015; Zaff et al. 2003). These soft skills contribute to the development of a growth mindset among our students—the belief that the ability and competence to grow come through perseverance and consistent effort over time. We support this mindset through offering diverse activities, allowing students to incrementally build skills and confidence and connecting them to caring adults, creating consistent relationships they can rely on.

Our intent in focusing on parent engagement (measure 3) is twofold: 1) to connect parents to opportunities for improved health, community involvement, career development, financial stability; 2) to establish adult family members as a support system and resource for students, as aids in their success. Research has shown that programs with a paid or volunteer parent liaison had higher levels of youth attendance and retention, especially for high school and community-based programs. Furthermore, the intensity of communication with families—such as holding meetings, sending materials home, and having phone conversations—was also positively associated with youth attendance rates (Pearson, Russell, & Reisner, 2007; Russell, Mielke, & Reisner, 2008).

We know healthy habits start at home, form early, and persist into adulthood, and some research has found that outcomes such as making better food choices, reduced blood pressure, and increased physical activity are associated with afterschool program participation (Little et al., 2008). To achieve measure 4, we offer nutrition education, active play, cooking, and gardening and involve the entire family in special evening sessions in these areas. These activities also support our goal to improve students' STAAR results—studies have shown that regular participation in physical activity is related to improvements in elementary students' performance on standardized tests (Castelli, et al, 2015). Because research indicates career development begins in childhood (Magnuson & Starr, 2000; Trice, 1991; Trice & McClellan, 1993, 1994) and, in fact, one study found nearly a quarter of adults aged 40-55 made decisions about their professions in childhood (Trice & McClellan, 1994), GSAASAS offers career awareness and skill building programs to students (measure 5). We will incorporate technology into this and other programs, as regular use of technology in after-school programs can lead to improved motivation, attitudes, and academic achievement (Huang, 2007).

GSAASAS has established data sharing agreements with partner districts to obtain student grades, attendance, test scores, behavior reports, and promotion rates. To support periodic evaluations of programs, the ASAS Executive Director, Program Director, Family Engagement Specialist, and Instructional Specialist will conduct monthly and quarterly reviews of curriculum, anecdotal data, and student attendance and achievement. This team will also join the Evaluator in reviews of program results at the end of the first semester and end of the year. Data reviewed will include student-level data provided by the district, parent surveys, study pre- and post-tests, and instructor surveys.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: : 20-0195546

Amendment # (for amendments only):

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

XX ☒ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

☐ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

GSAASAS has attached written agreements with the Edgewood Independent School District and the San Antonio Independent School Districts for the implementation of this 21st CCLC grant. We are applying for the priority points for submitting the joint application. GSAASAS will provide all necessary equipment, supplies and other resources necessary for programming. We will train all instructors in GSAASAS' approach, data collection methods, and specialty programs such as the Sports as Hook and Career Exploration Opportunities curricula. GSAASAS will coordinate all program partners to ensure a dynamic and high-quality program for students of varying ages and interest levels. GSAASAS will share all program data with schools and other partners and will include these partners, as appropriate, in discussions related to program improvement and adjustment.

As school-based providers, program facilities are provided by the Edgewood and San Antonio school district partners, including access to computer labs, libraries, classrooms, gyms, and other spaces necessary to carry out activities. School partners will also provide access to school-day curricula and textbooks, custodial services, and daily snacks for participants. Schools will provide a workspace for Site Coordinators to operate from. The schools will promote GSAASAS programs, changes to programs, and special opportunities via established communication channels to students, families, and communities. Schools will share student-level data with GSAASAS and help facilitate the collection of anecdotal data from school teachers and leadership. Schools will incorporate GSAASAS Site Coordinators and the Project Director into the school leadership community, including them in all faculty meetings and staff communications. School leadership will provide recommendations for school-day teachers who might serve as after-school academic instructors. School leadership will make sure LEP instructors, counselors, Title I coordinators, and Reading Coaches collaborate with Site Coordinators in designing and delivering programs and recruiting students.

As a chapter of a 24-year old national network of local ASAS organizations, GSAASAS has access to a wealth of internal resources and external partners that aid in the efficient and impactful delivery of after-school programming. The national ASAS office offers resources in the areas of program design, implementation, and evaluation, operations and personnel management, staff hiring, training, and retention, fundraising, and marketing. For example, the national office developed and provides the Sports as a Hook and Career Exploration Opportunities curricula we will implement, related evaluation materials, and in-person staff training. The national office will connect us to potential community partners, including Common Threads for nutrition education and Junior Achievement for financial literacy education.

GSAASAS' Board of Directors consists of leaders in the San Antonio community with strong ties to a variety of resources valuable to our work. For example, since our inception we have had several members who serve as college or university presidents and professors at the University of Texas at San Antonio, Palo Alto Community College, and Our Lady of the Lake University... These connections will be explored for the possibility of an evaluation partnership at a cost-effective rate for GSAASAS during our implementation of the Cycle 9 grant. We have forged a partnership with the San Antonio Sports Association, which offers organized team sports and tournaments to our students. We also partner with the San Antonio Museum of Art and the McNay Art Museum for fine arts staff development sessions and docent guided field trips, with the Carver Cultural Center, and the Southwest School of Art.

Our corporate partners also serve as program partners for our Career Exploration Opportunities program. Through these partners, our students are able to visit workplaces and meet professionals in their communities. These partners include Valero, H-E-B, USAA, Harvey Najim Family Foundation, Corner Stores, and Rackspace.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: : 20-0195546

Amendment # (for amendments only):

Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Information on needs and resources for each proposed community learning center are listed below. All centers have academic performance as the highest need. Many of the same resources can be utilized to address improvement in the core subjects. The key is collaboration with the school staff such as the Reading and Instructional Coach, the classroom teachers, and the administration to implement the resources that best fit the needs of participants in the program.

Center 1: This center is rated "Improvement Required" by the Texas Education Agency (TEA). Also, the grade retention rates are higher than the state average in all grades K-5. Increased student academic performance in all core subjects is needed. The GSAASAS staff will work with the school staff to identify low performing students and their specific areas of need. Healthy lifestyles, behavior, and family engagement are areas of need. Strategies to address English Language Arts are to collaborate with the Reading Coach to target STAAR needs in grades 3-5 and to focus on vocabulary development in all content Areas for students in grades K-2. Utilize Lucy Caulkins strategies for a "writing across the curriculum" focuses on vocabulary development.

Center 2: The highest priority needs of this center are increased student academic performance. The school is rated "Improvement Required" by TEA. In addition, family engagement, healthy lifestyles and behavior are areas of need. To improve writing, utilize Lucy Caulkins strategies for "writing across the curriculum," evaluate writing using the Six Traits Rubric, follow the 5 steps of writing and have K-3 respond to prompts with a Read Think Write format. To address math performance incorporate "Exemplars" types of problem solving which is a type of higher order math problems used by the district and emphasize math vocabulary as designated by grade level TEKS.

Center 3: Increased student academic performance in all core subjects is a high priority. This center is rated "Improvement Required" by TEA. Healthy lifestyles, increased student attendance and family engagement are other needs that were identified. To address healthy lifestyle, the campus improvement plan listed extending the Fitnessgram to the students in the after school program. To address science performance emphasize science vocabulary as designated by grade level TEKS, provide hand-on laboratory experiences such as making a mixture and a solution to compare/contrast elements. To address the needs of LEP students, use a curriculum that emphasizes vocabulary development. Implement the Career Exploration Opportunities curriculum to development goal setting objectives.

Center 4: The highest priority needs include: academic performance in core subjects, promotion to the next grade in grades 2 and 5, attendance, family engagement, and healthy lifestyles. Strategies to increase attendance are collaboration with PBIS to reinforce and extend the school program for increased student daily attendance. Efforts between the Family Engagement Specialist and the campus parent liaison will be directed toward improved attendance.

Center 5: The highest priority of student needs is academic performance in core subjects, healthy lifestyles and family engagement. To improve writing use the Six Traits Rubric, Lucy Caulkins strategies for writing across the curriculum, and the 5 steps of writing which follows the district's process and alignments with the regular curriculum. Use graphic organizers to teach reading comprehension through social studies, K-2 students work in whole groups and students in grades 3-5 work independently or in small groups.

Center 6: Students' highest priority needs include: academic performance in core subjects, promotion to the next grade level, healthy lifestyles, behavior, and family engagement. The school's retention rate is higher than the state's rate in grade 1-5 ranging from 7% to 14 %. GSAASAS will work with school staff such as the reading coach, principal, counselor, grade level chairmen, and school-day teachers to design programs for struggling students. We will implement the school's behavior management programs after school, such as CHAMPS behavior management programs, and the school's own incentive programs such as "Bobcat Bucks." GSAASAS will have access to classrooms, gym, sports fields, and computer labs. GSAASAS will partner with the school's parent and community liaison to engage families. We will recruit the school's bilingual certified teachers to instruct LEP students after school. Local community resources available for field trips and on-site collaborative instruction include public library, San Antonio Zoo, San Antonio Missions, San Antonio Museum of Art, the McNay Museum, and others.

Center 7: The highest priority is academic performance, family engagement and health and nutrition. Strategies to address health and nutrition and family engagement are the implementation of Sports as a Hook, organized physical activities based on the School Healthy Index, and the involvement of parent in fitness and healthy activities.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: : 20-0195546

Amendment # (for amendments only):

Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

GSAASAS has provided comprehensive after-school programs to San Antonio students for thirteen years. In those years, it has been awarded five 21st CCLC grants. GSAASAS is proud to report evidence of success in our program model. We were listed as "low need" based on the quality and fidelity of our grant implementation and a performance review by TEA found no discrepancies. Our proposed 21st CCLC program model has been measured via internal tracking of student outcomes, third-party comparative and non-comparative studies of student outcomes, and third-party, survey-based studies. A third-party study of ASAS programs in Chicago public schools found that participation in ASAS programs lead to reading and math gains equivalent to one additional month of schooling, 14% better school attendance, 17% reduction in suspensions and one third of program participants experienced a decrease in discipline referrals. Survey-based studies conducted 2014-2015 school year found the following results related to social-emotional and soft skills development among a sample of participants nationally: 84% feel they can talk to an adult at ASAS about problems, 88% believe that when they fail at something, they are more willing to try again because of ASAS, and 84% feel confident in themselves because of ASAS.

These gains in social-emotional skills are essential to our students' success: studies of social-emotional interventions showed the following effects on students ages 5-18: decreased emotional distress such as anxiety and depression, improved social and emotional skills (e.g., self-awareness, self-management, etc.), improved attitudes about self, others, and school (including higher academic motivation, stronger bonding with school and teachers, and more positive attitudes about school), improvement in prosocial school and classroom behavior (e.g., following classroom rules), decreased classroom misbehavior and aggression, and improved academic performance (e.g. standardized achievement test scores). (Weissberg, et al, 2011)

Additionally, in implementing the ASAS national office-provided Sports as a Hook healthy living and Career Exploration Opportunities programs, GSAASAS is adopting a proven model: 88% of students who participated in the Sports as a Hook program in the 2014-2015 school year say they better understand how to make good choices about health and nutrition and 92% of CEO students agree that ASAS helped them better understand about jobs or careers they might like to have when they're older.

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

GSAASAS plans to recruit adult and college volunteers to serve at our centers as mentors, role models, and chaperones for field trips. The first step in recruiting parent members for participation as volunteers is a discussion with school leadership and teachers to identify those family members who have displayed an active interest in their student's learning and the school community. Through these conversations, we will identify one or two parent champions at each site, who will serve as an advocate for GSAASAS among students' families as well as the community and will help recruit student participants. All volunteers must pass background checks.

For college student volunteers, we will advertise volunteer opportunities on local university job boards. We will also reach out directly to departments related to youth development, including Education, Social Services, Child Development, Nonprofit Management, and Community Development. We will work with potential volunteers and their universities to explore the possibility of offering internship credit for volunteering with GSAASAS. These volunteers must be 18 years of age and pass background checks, including: social security validation, prior employment verification, multi-state criminal background checks, federal criminal history checks, and sex offender registry checks. We do not plan to recruit senior volunteers at this time.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: : 20-0195546

Amendment # (for amendments only):

Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

XX ☐ Check this box IF you are applying for priority points for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

GSAASAS is applying for priority points for local education agency elected board of education written support for sustainability. GSAASAS has attached two written letters signed by a majority of the elected Board of Education members with the Edgewood Independent School District and the San Antonio Independent School Districts for the implementation of this 21st CCLC grant.

The plan for program sustainability when the 21st CCLC grant ends has three components: fundraising by the Board of Directors, obtaining grants from foundations, and funding from the City of San Antonio. The GSAASAS Board of Directors will conduct the annual fundraising Celebration Luncheon which honors community leaders and spotlights the work and children of our programs. The City of San Antonio partially funds a fee based program. Prior to the completion of this grant, we will begin discussions with the city about the possibility of extending some of this funding to serve the schools included in the proposed program at the time 21st CCLC funding ends. City funds do not cover all operating costs for the program, but rather, enable a onetime fee program that charges participants on a sliding scale.

To maintain the high quality and long-term sustainability of our operations, we: 1) Continually cultivate a diverse pool of strategically aligned donors (including corporate, foundation, individual, and event revenue streams); 2) Build a group of core, sustaining partners, with a focus on securing multi-year commitments and fostering long-term funding relationships; 3) Engage new corporate and foundation funders to expand our revenue base and strengthen our capacity. Current and recent funders include: Valero Energy, Corner Store, Harvey Najim Family Foundation, and USAA. Our annual Celebration Luncheon, a fundraiser we have hosted annually for 15 years, is an opportunity to cultivate existing and secure new donors, as it offers a public platform for their recognition and solicitation

A key to program sustainability is GSAASAS' Board of Directors. Led by Attorney Jane Macon, our board includes individuals with strong connections to key community resources. For example, our board includes Mayor Emeritus Lila Cockrell, Former Bexar County District Attorney Susan Reed, and local university educators. Members contribute to GSAASAS through personal donations as well as the facilitation of in kind support. For example, members have assisted with donated food for events and in kind services. GSAASAS will form a Sustainability Committee within our board, charged with growing GSAASAS cash reserve and with facilitating new funder relationships. By the end of this grant term, we plan to utilize a Development Team. This effort will be bolstered by the support of the National ASAS office, which has a fully formed Development team with a cumulative 15 years of experience and an executive team with experience in board management particularly related to board fundraising.

Year-by-year timeline of our sustainability plans:

Year 1: Form the Community Advisory Council to ensure 21st CCLC program quality delivery

Year 2: Establish a Sustainability Committee to recruit and identify funding sources such as registering for "The Big Give SA" with the focus of soliciting funds for sustaining the after school programs

Year 3: Obtain funding support from the City of San Antonio to sustain the programs when the 21st CCLC grant ends...

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: : 20-0195546

Amendment # (for amendments only):

TEA Program Requirement 1: Community Involvement

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As a program provider that prides itself on deep integration into schools and communities, stakeholder input and feedback helps determine our program design and serves as a primary measure by which GSAASAS gauges the success of our programs. GSAASAS works with schools to create space and visibility for GSAASAS in the school. In addition to occupying an office on the school site, Site Coordinators will work with the school leadership to explore the possibility of Site Coordinators occupying a seat on the school leadership team. This affords GSAASAS the opportunity to build strong relationships with teachers and staff, including Guidance Counselors and Social Workers, who, in turn, can help GSAASAS gain access to other community members and resources. GSAASAS also establishes bridges to the broader community through partnerships with community-based organizations who work through GSAASAS to offer after-school programming.

GSAASAS incorporates feedback and perspectives from stakeholders including students, parents, school faculty, partner agencies, and private and public sectors of the local community in a number of ways, including: periodic surveys of students, parents, and teachers to inform program design and refinement; monthly check-ins with administrators and partner agencies to ensure all parties needs and goals are met; monthly check-ins with school teacher liaisons to monitor student progress and refine programs; and quarterly meetings of a Community Advisory Council (CAC) consisting of members our Board of Directors—who represent local professionals in the public and private sectors—parents, school and/or District staff. Members of the CAC with affiliations to businesses and/or professionals organizations will be asked to share information about GSAASAS' work with these entities, and requested to host students at these workplaces.

CAC Responsibilities: The Community Advisory Council (CAC) will be a thought partner with GSAASAS. It will be charged with: meeting on a quarterly basis; adding new and unique resources to the program; connecting GSAASAS with local community leaders and stakeholders; attending and planning events to engage the broader San Antonio community at least once per year; recruiting new members; reviewing data on and making recommendations related to programs and operations. Overall, the function of this committee would be to hold GSAASAS accountable to the goals and objectives of the program. In order to align the community to our program goals and vision, we will share our 21st Century application with them.

CAC Planned Membership and Recruitment: GSAASAS will actively recruit participants who are representative of the communities we serve in terms of gender, race, and ethnicity. Both the GSAASAS Executive Director and the Project Director will hold seats on the CAC. We will recruit parents for participation through the same channels we use to recruit parent volunteers: we will work with school leadership and schools' parent liaisons to identify highly engaged parents and then meet individually with parents to determine their capacity and interest in the opportunity to serve on the CAC. Board members on the CAC will represent local businesses in the service, legal, and industries, academics, public servants, and others. School representatives will include Principals and/or Assistant Principals. District staff on the Council might include. School and district representatives. These will be recruited personally by the GSAASAS Executive Director and Project Director, both of whom have strong relationships with all school and district leadership and who have worked directly with these leaders in the design of the proposed program, ensuring school and district leaders' knowledge of and support for the program

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: : 20-0195546

Amendment # (for amendments only):

TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

GSAASAS has previously implemented a 21st CC:C grant, during Cycle 6. According to TEA evaluations related to grant management, we were deemed a "low need" grantee—not in need of significant support in administering the grant and adhering to all requirements. This grant will be managed through several tiers, each with a different perspective, ranging from the philosophical to the practical: Adherence to GSAASAS' overall mission and vision to San Antonio students will be assured by the GSAASAS Board of Directors and Community Advisory Council (CAC). These groups will be charged with reviewing program offerings and evaluation data, assessing their quality and determining whether the program is of the high quality we expect for all GSAASAS offerings. They will be tasked with offering input on the creativity, diversity, and impact of programming. Feedback will be provided to the GSAASAS Executive Director (ED) and Project Director (PD). The ED is responsible for program oversight and fidelity, contracts with program partners, schools, and districts, meeting minutes, fundraising for infrastructure and administrative personnel, supporting the maintenance of relationships with districts, program partners, and school leadership, managing the CAC and Board of Directors, and ensuring the long-term sustainability of programming.

The PD is responsible for overall program design, implementation of program-wide operations, maintaining relationships with the districts (including establishing data-sharing agreements), program partners, and school leadership, program-wide staff hiring, management, and professional development, and liaising with the evaluator as well as determining and planning for program adjustments in response to data. The PD has 8 years of experience in administering 21st CCLC programs. The PD reports to the ED, who has 9 years of experience administering 21st CCLC programs. The ED and PD assisted by the Administrative Assistant are responsible for new staff background checks, fingerprinting, and onboarding. The Administrative Assistant reports to the ED and works closely with the PD.

GSAASAS' Comptroller, who has 9 years of experience administering 21st CCLC programs, is responsible for program budgeting, fund disbursement, long-term financial planning, EDGAR requirements, and meeting financial reporting requirements for the TEA. The Comptroller is responsible for record-keeping, including tracking all program data, and reports to the TEA. The Comptroller reports to the ED and meets regularly with the PD to review program expenses. The program evaluation will be managed by an external evaluator. With the Executive Director and the Project Director, the evaluator will establish the parameters of the evaluation in adherence to this proposal and will implement data collection and review processes. The evaluator will also work with ASAS' National evaluation manager to assess the Sports as a Hook healthy living and Career Exploration Opportunities programs, which are ASAS' original programs and as such, ASAS offers student assessments and logic models to facilitate proper evaluation.

Site Coordinators are responsible for tailoring programs to suit the particular needs and resources of their school sites, maintaining open lines of communication to school leadership, teachers, counselors, and Title I Coordinators, forging strong relationships with students and families, and data collection and entry. Site Coordinators report to the PD. All after-school instructors at a given site report to the Site Coordinator.

The Family Engagement Specialist reports to the PD and collaborates closely with all Site Coordinators, school parent liaisons, and the CAC. The Instructional Specialist is responsible for ensuring all activities align to program objectives and TEA's model for intentional activity development. This person reports to the PD and collaborates closely with all Site Coordinators and after-school instructors.

In August, GSAASAS will host a special professional development session for all staff involved in the implementation of this grant. They will be briefed on program objectives, goals, milestones, and requirements and trained in data collection procedures. GSAASAS will introduce subject matter experts—employees with particular expertise in areas like program safety, data collection and entry, student recruitment, etc.—who serve as resources to staff. Beyond this, Site Coordinators and after-school instructors receive x hours of training in the first six months of the program, and regular hourly weekly trainings thereafter. Fourteen hours will be provided prior to programs' start, on topics such as the ASAS program model and curricula, emergency procedures, and CPR. Subsequent training topics can include classroom management, lesson planning, and student retention. The PD may hire outside trainers to deliver content on safety or to teach specific content areas or curricula. The ASAS national office staff will train instructors on Sports as a Hook and Career Exploration Opportunities programs. Staff will receive one-off trainings for special events and summer programs.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID : 20-0195546

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 1 Center Name: Highland Park Elementary School

9 digit campus ID#	015907135	Distance to Fiscal Agent (Miles)	6.9 Miles
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Grade Levels to be served (PK-12)

K-5

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	100

Number of Adults (parent/ legal guardians only) to be served:	30
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Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 2 Center Name: Miller Elementary School

9 digit campus ID#	015907153	Distance to Fiscal Agent (Miles)	5.9 miles
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Grade Levels to be served (PK-12)

K-5

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	80

Number of Adults (parent/ legal guardians only) to be served:	24
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Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: : 20-0195546

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 3 **Center Name: Stewart Elementary School**

9 digit campus ID#	015907168	Distance to Fiscal Agent (Miles)	8.6 miles
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Grade Levels to be served (PK-12)	K-5
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Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	80
Number of Adults (parent/ legal guardians only) to be served:	24

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 4 **Center Name: Riverside Park Elementary School**

9 digit campus ID#	015907160	Distance to Fiscal Agent (Miles)	4.5 miles
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Grade Levels to be served (PK-12)	K-5
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Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	80
Number of Adults (parent/ legal guardians only) to be served:	24

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: : 20-0195546

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 5 Center Name: Beacon Hill Elementary School

9 digit campus ID#	015907106	Distance to Fiscal Agent (Miles)	2.7 miles
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Grade Levels to be served (PK-12)

K-5

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total

Number of Regular Students (attending 45 days or more per year) to be served: 80

Number of Adults (parent/ legal guardians only) to be served: 24

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 6 Center Name: Las Palmas Elementary School

9 digit campus ID#	015905110	Distance to Fiscal Agent (Miles)	2.2 miles
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Grade Levels to be served (PK-12)

K-5

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total

Number of Regular Students (attending 45 days or more per year) to be served: 80

Number of Adults (parent/ legal guardians only) to be served: 24

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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County-district number or vendor ID: : 20-0195546			Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 7		Center Name: Stafford Elementary School		
9 digit campus ID#	015905114	Distance to Fiscal Agent (Miles)		3.3 miles
Grade Levels to be served (PK-12)	K-5			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
			Total	
Number of Regular Students (attending 45 days or more per year) to be served:			100	
Number of Adults (parent/ legal guardians only) to be served:			30	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
	N/A			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 8		Center Name: N/A		
9 digit campus ID#		Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)				
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
			Total	
Number of Regular Students (attending 45 days or more per year) to be served:				
Number of Adults (parent/ legal guardians only) to be served:				
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
	N/A			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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TEA Program Requirement 3: Center Operation Requirements				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 9		Center Name: N/A		
9 digit campus ID#		Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)				
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				
Number of Adults (parent/ legal guardians only) to be served:				
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 10		Center Name: N/A		
9 digit campus ID#		Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)				
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				
Number of Adults (parent/ legal guardians only) to be served:				
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

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Amendment # (for amendments only):

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

GSAASAS' Site Coordinators will work closely with schools' Instructional and Reading Coordinators. Prior to the start of the school year, Site Coordinators will meet with these Coordinators to discuss opportunities for collaboration between school-day programs and after-school programs. At this meeting, they will schedule a meeting to review existing offerings during and after schools, discuss opportunities for collaboration and coordination, and brainstorm potential program enhancements and adjustments to better meet students' needs. We will leverage schools' existing Title I programs for behavior interventions and anti-bullying to extend these lessons and systems in the after-school space. We will also coordinate heavily to involve parents and community members in the school community: Site Coordinators and Family Engagement Specialists will share calendars of and plans for evening and weekend events open to families and community members with campus Coordinators, who will be invited to add their events to the calendar as well. Opportunities for collaborative events will be discussed at monthly meetings. Staff will also use this process for service learning activities.

GSAASAS Family Engagement Specialists, Instructional Specialist, and Site Coordinators will work directly with school counselors, social workers, and LEP instructors to coordinate during- and after-school efforts to support students with behavioral issues, poor grades or test scores, volatile home environments, and/or limited English proficiency. Site Coordinators and Instructional Specialists will meet with school-day instructors in core subjects and LEP instructors on a monthly basis to ensure alignment of after-school offerings to school-day programs. GSAASAS will also offer STAAR prep classes after school. Site Coordinators and Family Engagement Specialist will work with school counselors and social workers to coordinate resources and guidance offered to students and families after school with those offered by school-day staff. We will also recruit counselors and social workers to participate in special one-on-one or small group sessions with students in need during the after school hours, on an ad hoc basis. GSAASAS will implement prevention activities for students in danger of being sent to alternative or juvenile justice educational facilities.

Though program enrollment is open to all students at partner schools in grades K-5, priority will be given to at risk students. To recruit students most in need of comprehensive after-school programming:

- Site Coordinators will work with school principals to compile a list of at risk students, as determined by grades, test scores, PEIMS data, family situations, and LEP status.
- GSAASAS will advertise the program to the school community at large via the school website, robo calls, the PA system, back to school nights, school newsletters, and flyers on school property. Site Coordinators will track the enrollment of students on the "at risk" list.
- Site Coordinators will work with school principals to directly communicate to at risk students and their families, encouraging students and families to sign up for GSAASAS programs via in-person conversation at school events or during school pick-up, phone calls home, email, and letters.
- After-school instructors will actively recruit at-risk students based on their interests. Instructors will be tasked with getting to know them personally and connecting them with GSAASAS staff who teach activities of interest to them.
- School principals will recommend enrollment in GSAASAS during conferences with parents of students who are not meeting academic or behavioral standards.

To retain students most in need of comprehensive after-school programming:

- We hire people who we like to call "kid magnets"—people who care about kids, are good with kids, and who kids are drawn to. Many of our kids self-report that they come for the "cool programs" but they stay for the caring relationships they've formed with the adults who staff the program.
- We hire staff from the communities we serve, building a core of deeply dedicated staff who serve as relatable role models for our students and then train those staff to provide support to students who may be hard to reach.
- We market our programs to kids: A cornerstone of GSAASAS's program model is "student voice and choice". We ask students what programming they want and need, then design our programs around their input. We actively market our programs to students. For instance, we have classes named "Top Chef" and "All-Star Fit Club."
- Family Engagement Specialist will conduct home visits to those students who are identified as at risk and who do not participate in programs regularly

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: : 20-0195546

Amendment # (for amendments only):

TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each site will be staffed by one full-time Site Coordinator, three certified teachers (depending on the size of the program), who teach academic classes, and one or two part-time paraprofessionals, who are subject matter experts in enrichment and health and fitness programs. GSAASAS will maintain a 20:1 student to instructor ratio at all times. All seven sites will share a full-time Family Engagement Specialist and an Instructional Specialist. All staff will be overseen by the Project Director.

At each center, school year programs will operate for a total of 30 weeks, beginning on September 6 and ending on May 5. Programs will begin immediately after school ends and run for 2.5 hours per day, Monday through Friday, for a total of 12.5 hours of programming per center per week. Sample program schedule below.

	Monday	Tuesday	Wednesday	Thursday	Friday
Session 1	Individualized learning/tutoring	Individualized learning/tutoring	Individualized learning/tutoring	Individualized learning/tutoring	Individualized learning/tutoring
Session 2	Academic enrichment	Academic enrichment	Academic enrichment	Academic enrichment	Academic enrichment
Session 3	Computer-based activities/Fine Arts	Health and fitness	Computer-based activities/Fine Arts	Health and fitness	Career exploration/ service learning .

At each center, summer programs will operate for a total of 6 weeks, from June 5 to June 30, and from July 10 to July 21. Programs will be offered for four hours per day, from 8AM – 12PM, Monday through Friday, for a total of 20 hours per week. Sample program schedule below.

Session 1	Session 2	Session 3
Thematic unit on a topic of social science, applied science & literature.	Enrichment/health and fitness	Enrichment/health and fitness

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Prior to participation in training sessions and any contact with program participants, all staff must be fingerprinted in accordance with the Texas Education Code and pass background checks, including: social security validation, prior employment verification, multi-state criminal background checks, federal criminal history checks, education verification, personal and professional reference checking, and sex offender registry checks. All staff are required to complete a four-hour emergency procedure training course, which covers emergency procedures for a variety of circumstances and related documentation processes, and a four-hour CPR/1st Aid training course prior to program start. Staff is also trained in Epicene use prior to program start. Site Coordinators will work with school facilities and administrative staff to tailor emergency plans to suit the needs and resources of the particular center. Each center will conduct monthly fire drills and containment drills in an effort to prepare students in the case of an emergency. Site Coordinators will supervise these drills carefully and debrief with program staff to identify areas for improvement. Procedures for exiting the building, classroom containment, and other emergencies must be posted in the room. All centers will complete and implement the ACE Safety Checklist. Staff will be provided two-way radios for cross-campus communication.

All participants must submit a parental consent form for students to participate in the program, including emergency contact information as well as individuals over 18 who are authorized to pick up and drop of students. Student participants must be under the supervision of an adult at all times during the time of the program. At the end of the school day, school staff escorts participants to the GSAASAS sign-in location and sign students into the program. Students are escorted between after-school activities by GSAASAS staff. Only the Site Coordinator may release the students from the program to parents/guardians or persons authorized by their parents/guardians. For each child, GSAASAS maintains a file including behavior reports, critical incidents reports, accident/injury/illness reports, parental consents and waivers, and any other pertinent information.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID : 20-0195546

Amendment # (for amendments only):

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

We will provide structured and progressive academic instruction that is tailored to student needs and interests and that combines individual, small group, and large group learning. We will not replicate but enhance what students learn during the school day, aligning all programs to school curricula while leveraging the freedom of the after-school space to encourage students to apply their creativity and curiosity in mastering concepts and applying skills.

We have designed the proposed program in response to: 1) campus-level data, including Texas Academic Performance Reports, Campus Improvement Plans, Free and Reduced School Lunch program enrollment data, STAAR data, attendance reports, and discipline reports; 2) student-level data, including STAAR scores, grades and at-risk designation; 3) student and family anecdotal data gathered through focus groups with students and families, parent surveys, and student questionnaires. We have also had extensive conversations with school leadership regarding student and family needs.

Our program is based on evidence that validates our approach to supporting increases in student academic performance and attendance, improving student and family healthy behaviors, increasing student awareness of career options, increasing parent engagement, and thus, ensuring the long-term success of our participants. Evidence indicates that it is the combination of programs that leads to gains in student achievement, which informs our holistic program design. For that reason, we offer a 45-minute daily session of academic support and a 45-minute daily session of academic enrichment. For the third 45-minute session, we rotate extracurricular like fine arts, health and fitness, computer technology, and career exploration, ensuring that each semester offers weekly activities in these areas. Enrichment and extracurricular activities are aligned to student needs as determined by campus-level or student and family anecdotal data. For example, we will offer arts because our students struggle with school engagement and creative, hands-on activities help improve student motivation, and we offer health and fitness programs because students and families indicated interest in them. We offer parent engagement activities once per week.

To ensure the intentionality of activities, GSAASAS will employ a part time Instructional Specialist (IS) who has 5 years of experience as an educator in the Texas public school system and mastery of TEKS as well as the design of innovative, engaging curriculum for elementary students of varied skill levels. The IS helps ensure GSAASAS's academic program offerings in Reading, Language Arts, Math, and Science are tailored to complement school-day learning and align to TEKS standards. They are also responsible for advising the Program Director (PD) in aligning GSAASAS goals with school day goals; obtaining necessary textbooks or curriculum needed for GSAASAS staff to properly support all students' academic needs; and coaching GSAASAS program staff in designing activities using the "Texas ACE Activity/Unit and Lesson Plan Worksheets." Finally, the IS works directly with the Program Director in vetting the evidence basis of adopted strategies and methods of instruction. The IS will have direct access to ASAS' national programs and evaluation teams' personnel and resources, who regularly update the ASAS model in response to the latest best practices and research. These national teams attend conferences, including BOOST and the 21st Century Community Learning Centers Conference, which offer resources and insight into the latest research and applications for after-school youth development. We plan for the IS to attend at least one program development-related conference in the 2016-17 school year.

Specific examples of how GSAASAS aligns programs to TEKS include: In the area of Reading, the IS works with the Reading Coach to develop after-school lessons, particularly in the area of vocabulary development, for struggling students. In the area of Math, GSAASAS applies the "exemplars" method of problem solving, which is used throughout partner districts in math instruction during school. All field trips will be vertically aligned to grade level and allow for progressive levels of understanding of particular subject areas, such as social studies. Health, fitness, and nutrition programming will be designed in response to the school's Health Index and, if possible, will leverage the Fitnessgram assessment in determining student progress. GSAASAS will also incorporate technology into fitness, science, career exploration, and math programs, enabling students to improve their basic technology skills while advancing their understanding of essential concepts in other areas.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: : 20-0195546

Amendment # (for amendments only):

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

GSAASAS' program staffing enables us to adapt to the unique needs of our partner schools and student populations. The use of school-day/retired teachers as after-school instructors ensures early identification of opportunities for program adjustments to better meet individual students' needs. Monthly meetings on program design between Site Coordinators, Instructional Specialists, and school leaders offers a formal avenue through which to identify needs for and approaches to program changes to suit at-risk students' needs. GSAASAS' Family Engagement Specialist will advise the Site Coordinator and Instructional Specialist in weekly meetings on how best to address students' needs based on input from parents, Instructional/Reading Coordinators, and school counselors. Another feature that enables the adaptability of our programming is the use of paraprofessionals, or subject matter experts in enrichment and extracurricular subjects. These paraprofessionals ensure a variety of program offerings and instructional styles that enable Site Coordinators to strategically place students in the classes that most appeal to their interests and skills, thereby supporting student engagement and retention.

To structure programs that accommodate the needs of at-risk students, in addition to analyzing prior year's STAAR results and grades, GSAASAS analyzes PEIMS data per grade level, which helps us determine the relative need for remediation per grade. If it is determined, based on this data, that students in a particular grade require more remediation, then a larger number of slots will be allocated for participants of that grade level. At the beginning of the year and upon the addition of new students to the program, GSAASAS administers pre-tests in math and reading and evaluates student writing using the Six Traits Rubric (which analyzes writing ability in the context of traits like ideas and content, organization, and sentence fluency). Through these academic assessments, student-level data provided by the school, conversations with the student and parents, and conversations with school-day teachers, GSAASAS individually evaluates each program participant for risk factors and determines which after-school activities best meet their needs. The Site Coordinator, Instructional Specialist, and program staff assess student progress with district benchmarks and/or mid-year and post-tests as well as quarterly grades and test scores.

For students with academic risk factors, the Instructional Specialist will work with LEP instructors and state compensatory education coordinator to procure information on students' specific areas of need, which will be provided to the student's academic and enrichment instructors. Site Coordinators will schedule regular meetings with parents and school-day teachers to review students' progress. For students who are homeless, have behavioral issues, and/or are living in poverty, GSAASAS' Family Engagement Specialist and Site Coordinators will schedule regular check ins with students and families.

All at-risk students will be assigned a program staff person to serve as a mentor to the students, who is tasked with developing a personal relationship with students, serving as a part of their support system, and ensuring they consistently attend programs. GSAASAS operates a high-quality after-school program designed around proven approaches to youth development. For many at-risk students, a critical factor in their success is attending the program. In this way, the GSAASAS staff mentor serves a vital role. We know that when at-risk students attend our programs regularly, they advance academically.

All sites will maintain a 20:1 student to instructor ratio. Sites serving 100 students will have three school-day instructors and two paraprofessionals; sites serving 80 students will have three school-day/retired teachers and one paraprofessional. This ratio is adjusted to accommodate the needs of at-risk students as needed:

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: : 20-0195546

Amendment # (for amendments only):

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Family Engagement Specialist (FES) and the programs they will run serve as a cornerstone to the success of our program. The FES will be a full-time employee, reporting directly to the Program Director and working in close collaboration with Site Coordinators, school staff, and community resources to implement programs to support the effective engagement of parents in student learning, parent participation in literacy and other education development, and strengthened school communities. Specifically, this person will be charged with realizing the program objectives of engaging a proportionate number of adults in the program and increasing family awareness of healthy living strategies. The role's primary responsibilities include the design, planning, and execution of coordinated family engagement opportunities across the seven centers as well as the development and maintenance of strong relationships with parents. Additionally, they will have responsibilities in the area of program evaluation, data collection, and improvement; school community-building; student and parent recruitment and retention strategies and execution; development of a Community Advisory Council; campus needs assessments and related action plans; and program objective assessments and adjustments.

The FES should have a Bachelor's degree and 3 years of experience in adult education and/or community outreach.

The FES will attend one or more conferences on effective family and parental engagement strategies.

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The FES will work closely with the Program Director and Site Coordinators to design and implement family engagement opportunities through the following tactics: 1) Assessing the needs of students' families through visits to school sites; meetings with Site Coordinators, school principals, parent liaisons, counselors, and Title I Coordinators; exploratory conversations with parents; back to school nights and questionnaires where the FES solicits input on parents' needs related to their child and their own learning; 2) Establishing lines of open communication with parents regarding their students and opportunities for adult education, including via phone, email, and in-person meetings; 3) Maintaining a family resource center at the central GSAASAS office with educational materials, program information, and information on community resources related to youth development, health, financial fitness, and literacy; 4) Serving as a source of information about community agencies and services that can help address barriers to student and parent success; 5) Training GSAASAS program staff in effective parent engagement strategies; 6) Designing, planning, and executing adult education activities, including literacy and opportunities for parent engagement in youth programs; 7) Coordinating programming among centers as well as with school staff, program partners, the PTA (if applicable), local universities, financial aid offices, the Education Resource Center, and local workforce development and law enforcement organizations, when possible; 8) Aiding the Program Director in identifying parents to serve on the Community Advisory Council; 9) Aiding the Program Director in designing parent surveys to assess program impact on adults and students; 10) Aiding Site Coordinators in administering and collecting parent surveys; 11) Aiding the Evaluator in collecting anecdotal data from adult participants, as necessary; 12) Convening Site Coordinators, Program Directors, and school principals to discuss program efficacy and opportunities for improvement on a monthly basis, per center; 13) Evaluating the need for adjustments to program methods and objectives on a biannual basis (after the first semester and after the conclusion of the school year).

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: : 20-0195546

Amendment # (for amendments only):

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

An overview of programs to be offered, needs these programs meet, and additional resources that will be leveraged in providing these programs is shown below.

Offering	Times offered/semester	Needs met	Partners or leveraged resources
Literacy education	15 times	Many of our parents are not native English speakers, and struggle with literacy.	The Education Resource Center, school LEP instructor
Computer literacy	15 times	Many of our parents struggle with basic computer literacy, a barrier to their engagement in their child's learning and to their own career advancement	District's Adult Education Program and/or public library
Workshops on community resources	2 times	Many of our parents are not aware of the resources available to them for GED prep, job training, healthcare, recreation, and other services	Staff from the public library, from local community colleges and universities. FES
Financial coaching	2 times	The majority of families we serve are low-income	Financial Empowerment Center
Workshops on supporting your child's success	3 times	Our school partners report low levels of parent involvement in student education	School counselor, Title I Coordinator, parent liaison, LEP instructor
Parent conferences on student progress	2 times	Our school partners report low levels of parent involvement in student education	School counselor, parent liaison, LEP instructor
Lessons with take-home elements (e.g. complete a family tree at home)	Most lessons incorporate a weekly element of at-home learning	Our school partners report low levels of parent involvement in student education	Family Engagement Specialist
Student showcases and tournaments	2 times	Our school partners report low levels of parent involvement in student education	After School Staff
Opportunities to volunteer with GSAASAS	3 times	Our school partners report low levels of parent involvement in student education	Local cultural sites could serve as field trip sites
Back to school nights	1 time	Our school partners report low levels of parent involvement in student education	School principal, Title I coordinator, parent liaison
Family cooking nights	2 times	Our school partners report that families need information on health and nutrition	San Antonio Food Bank
Family health and fitness nights	2 times	Many of our parents need information on health and fitness	Texas A&M Health Center

Nearly all programs are offered on the school sites where after-school programs are held in the evening hours, as a matter of convenience for our parents. Occasionally, special events like student showcases and field trips will be hosted off-site. Additionally, GSAASAS has an open door policy that allows parent participation and observance of all programs. All above programs are designed to increase parent engagement in the school community. Further, our programs aim to elevate the entire family, offering parents new avenues to financial stability, healthy living, and continuing education. These opportunities, in turn, empower parents to take more active roles in their students' success.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: : 20-0195546		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: : 20-0195546

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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County-District Number or Vendor ID: : 20-0195546

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID : 20-0195546

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: : 20-0195546

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: : 20-0195546

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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County-District Number or Vendor ID: : 20-0195546

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: : 20-0195546

Amendment number (for amendments only):

Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For *statewide* teacher training programs or *statewide* student instructional programs, refer to the list of private nonprofit school association contacts posted on the Applying for a Grant page.

Total Nonprofit Schools within Boundary

Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): 3

Initial Phase Contact Methods

Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.

☐ Certified letter☐ Documented phone calls☐ Meetings☒ Fax☒ Email☐ Other method (specify):**Total Eligible Nonprofit Students within Boundary**

Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none):

Check box only if there is no data available to determine the number of eligible students: ☒**Total Nonprofit Participants**

Total nonprofit schools participating: 0

Total nonprofit students participating: 0

Total nonprofit teachers participating: 0

No nonprofit schools participating: ☒No nonprofit students participating: ☒No nonprofit teachers participating: ☒

Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.

Participant Consultation: Development and Design Phase Consultation Methods

Check the appropriate boxes to indicate development and design phase contact methods.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other (specify):**Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)**☐ How children's needs will be identified☐ What services will be offered☐ How, where, and by whom the services will be provided☐ How the services will be academically assessed, and how the results of that assessment will be used to improve those services☐ The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services☐ The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools☐ How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers☐ How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor☐ Other (specify):**For TEA Use Only**

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Schedule #19—Private Nonprofit School Participation (cont.)

County-District Number or Vendor ID: : 20-0195546

Amendment number (for amendments only):

Part 3: Services and Benefits Delivery**Designated Places/Sites**☐ Public school☐ Private nonprofit school☐ Neutral site☐ Other (specify):**Designated Times**☐ Regular school day☐ Before school day☐ After school day☐ Summer vacation☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline**

#	Private Nonprofit School Name/ Number of Students and Teachers	Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:	Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students: # of teachers:			Activity #1 end date
2	School name:	Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students: # of teachers:			Activity #2 end date
3	School name:	Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students: # of teachers:			Activity #3 end date
4	School name:	Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students: # of teachers:			Activity #4 end date
5	School name:	Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students: # of teachers:			Activity #5 end date

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	
4		4	
5		5	

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